

Public Address

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*The Great Prophet and the King
of the People say, "Whoopie"*

PARENT DEVALUATES MCGILL DEGREE

McGill reputation in danger

by MARTIN SHAPIRO
Managing Editor

McGill's reputation as one of North America's foremost educational institutions may face emasculation if some of the recommendations of the Parent Commission Report are implemented.

The Parent Commission suggested that all Quebec students who wish to proceed to higher education should, upon completion of high school, be required to spend two years in an institution similar to a Junior College before proceeding to a specialized degree — in a technical field, in a profession, or in a branch of science or the arts. The duration of all these degrees would be three years.

This would mean a radical change for McGill's professional schools, a change which they may not be willing to accept. It now takes nineteen years (eleven in high school and eight in university) to get a medical or law degree in Quebec, and twenty years in most other provinces. Under the new system, only sixteen years would be required.

Furthermore, as Dr. Elton Pounder, one of those in charge of the implementation of the report at McGill, puts it, "Two years in a CEGEPS college will give a student somewhat more education than he presently receives in first year McGill."

It doesn't take a mathematician to figure out what this means. A student can graduate from McGill with four years' less education than his counterpart at the U of T.

Inevitably, a problem would arise as to whether or not such an economy-sized degree will be recognized by hospitals outside the Province of Quebec, certainly a dramatic reversal for McGill's medical system.

The same dilemma is faced by the School of Law, as is reflected in the worried words of Dean Maxwell Cohen. The Dean praised the report for its comprehensiveness, but at the same time stated, "the Royal Commission does not have enough understanding of the nature of professional education in North America, where professional degrees are almost invariably second degrees, and McGill's natural links to this North American process."

He also pointed out that this will effect the accreditation process and eligibility requirements. "It is now evident", he continued, "that these aspects of the Royal Commission Report are not specifically constructive to the needs of McGill and of the English language community."

There are additional complications. If the report is accepted, the undergraduate program will be required to give up the general B.A. and B.Sc. degrees and only give specialized degrees. There has been a great deal of opposition to this aspect of the report at McGill. Dr. Pounder admitted that "a number of faculty members are opposed", but he declined comment as to how many.

Pounder left little doubt as to where he stood. "We are not willing to accept the disappearance of these degrees, and we have informed the Quebec government of our position."

The Medical School, in co-operation with other medical schools in the province, seems headed for a "compromise". They will probably admit students after one year of under-

graduate work into a four year medical program. This will still mean more than two years' difference in the amount of education a student will receive as compared to most of his North American counterparts.

CEGEPS will also spell the end of McGill's role as a cosmopolitan, international university. Students from outside of the province would be put in the uncomfortable position of having to spend a year or more in CEGEPS colleges before entering McGill. Such an arrangement will not very likely continue to attract the top-knotch students to which McGill has become accustomed.

Besides this, Parent recommended that Quebec universities be required to accept any and all graduates of the CEGEPs schools. This would mean a great increase in the number of Quebec students attending the university, leaving very few places for outsiders.

Dr. Pounder claims that the university is "hoping" to keep at least 15% of the positions at McGill open to students from outside the province. At present, some 25% fall into this category.

"The CEGEPs are a definite improvement upon the old system", said Dr. Pounder, "but I would have preferred a system which required three years for a B.A. or B.Sc. before professional training."

Dean Cohen commended the report, stating that he considered CEGEPs are likely to be an improvement upon classical colleges, presently a part of French-language educational system. He also agreed that an extra year of high school in conjunction with a three year undergraduate-degree would be a good idea.

"Left to itself, McGill and the English language colleges would have moved towards substantial modernization along these lines, without breaking with the North American BA-BSc-General Degree system and this continent's system of professional training."

"The present problem for McGill is to give full support to the modernization of the educational structure of the province while, at the same time maintaining its essential links with the North American standards and patterns of undergraduate and professional training."



Is time running out for Old McGill?

D-Day March 8th

Referendum on recruitment

by H. Ian Schachter
Editor-in-Chief

Campus recruiting again came into the forefront at McGill with a Students' Society Open meeting on the topic yesterday.

The Open Meeting voted 334-208 in favour of a discriminatory recruiting policy and then voted almost 5-1 to have a campus referendum on the subject.

The meeting was highlighted by numerous amendments and sub-amendments. Barry Crago B. Music 1, moved the original motion calling for selective recruitment. The motion, Crago stated, is "concerned with individual responsibility for the War in Asia and not with the natural rights of companies and functions of the University". Crago felt "we must fight United States foreign policy and the only way to start is by cleaning our own back yard".

George Radwanski, BA. 4, moved an amendment calling for a referendum February 28th as "according to Nuremberg, everyone on this campus is responsible for our recruitment policy". He stated that "the only fair way to make a decision for the student body is to put it to the student body".

Elaine Bander questioned why the "original motion passed by Council did not bother Mr. Radwanski's conscience". She claimed Council is "unproportional in representation and does not speak for the campus anyways."

John Hamilton, S.C. repre-

sentative for Arts and Science, who had seconded the call for a referendum "found it difficult to rationalize why we can't go to the students". "The only fair and democratic way is to take it to the campus at large and follow their decision".

Elly Alboim spoke and laid out the procedure that he felt should be followed. He called for the students assembled to act "as a check on Students' Council" and for them to make themselves heard on the Crago motion. After that, he believed a referendum should be held. This mode of action was followed, but only after a great deal of procedural wrangling.

A vote was eventually taken on the Crago motion with the majority of those assembled supporting the plea that Council rescind its motion calling for a non-discriminatory policy with regard to on-campus recruitment and that instead companies engaged in the manufacture of war materials being used by the United States in Viet Nam be banned from using the facilities of McGill University.

Victor Rabinovitch then spoke pointing out that "Napoleon used to have referenda". He believed that "referenda should be used for something that fundamentally changes the status of the Students' Society". Though he was personally against the referendum on this matter, he believed that one should not be held at the same time as executive elections. Rabinovitch therefore put forth March 8, 1968 as a feasible date for the referendum. This amendment was passed.

Stephen Wohl expressed his view that "we would be thoroughly inconsistent if we attempt to withhold from anyone the right to express himself on the matter".

The final vote of the hour and one half session was taken with a 5-1 majority voting for a referendum on March 8th to make a final decision on the matter.

And so the topic of on-campus recruitment which has been a bone of contention at many universities in North America seems destined to be thoroughly debated at McGill with March 8 looming up as the date of decision.



EDITORIAL: Winter Carnival is over! There are only 51 days and 51 nights between today and the end of term. Then comes exams. We would hate to be accused of editorializing but we still suggest that you start studying.

Course guide to begin

After much organization and planning, the Arts and Science Course Guide, headed by Editor-in-Chief Frank Swartz, began to hand out questionnaires this week.

During the next few weeks, all second, third, and fourth year students will be able to evaluate all of the full courses they are taking. Due to the late start of the Guide, half courses will not be covered. It is hoped that a supplement will be issued next year which will cover all half courses, and new courses. Hopefully, most of the questionnaires will be completed in class, and handled in directly, but if the situation arises, they will be allowed to be taken home and returned as soon as possible (please return pencils). It was found, through discussions with professors, that approximately fifty percent of them will allow the Guide to use the lecture time.

In an interview with Mr. Swartz and Mr. Buchanan, the purposes of the Guide were stated as being manifold. Several of the more important considerations were:

a) Supply students with information not available in the calendar.

b) Uncover mutual interest and create contact between faculty and students and thus induce educational reform.

In order to get maximum benefit from the faculty, the Guide conducted extensive interviews instead of just handing them questionnaires to fill out. Through correspondence with the faculty, the Guide has found that it has nearly complete support.

The actual questionnaire consists of two parts, a statistical section, and a comment section. The statistical, or multiple-choice will be compiled using correlations and other statistical techniques. Computers will be used to achieve maximum objectivity. The comment section will be compiled by staff members. In order to avoid complica-

tions, no staffer will handle a course comment on a course which he has taken or is taking.

The question of hiring outside professional help for processing the Guide was discarded by the Editor as not necessary. He believes that there are a sufficient number of qualified students at this university to handle all aspects of putting out the Guide.

The managing board of this Guide consists of F. Swartz, Editor-in-Chief; B. Buchanan, Associate Editor-Education Survey; Ira Turetsky, Associate Editor-Course Evaluation; Ann Painter, Saff Co-Ordinator, and as described by her fellow members, "the very soul of the organization".

Swartz hopes that most students will order their Guide before the end of the school year. This way, they can receive them by mid-summer, enabling them to study it before registration and thus derive maximum benefit.

Savoy presents "Patience"

In early March, the Savoy Society of McGill University will present as its fourth major production, Gilbert and Sullivan's "Patience." This all-student group was formed in 1964 specifically to perform the works of these masters of the operetta.

"Patience" is a delightful satire on the excessive asceticism of the Victorian age, but it is really more than that. It attacks pretention in general, revealing particularly the folly of all those who attempt to be part of the fad of being "idyllic and poetic". In such a way it has universal significance and can even be applied to our modern hippiedom.

"Patience", which opened in April 1861 in Senden and ran for 578 performances, is considered to be among the finest of Gilbert and Sullivan's works.

Conversational French at McGill

University to go Berlitz?

by GORDON GARMAISE

A committee of the S.C. has been set up to inquire into the possibility of setting up a Conversational French course at McGill.

The problem is wide-ranging; the needs urgent. Up to now McGill has been extraordinarily successful in turning out thousands of graduates whose command of French closely approximated their intimacy with Goderich's foreign policy, except that the former was much more often and embarrassingly brought home to them. The anomaly is of course, that McGill is in a province whose population is 80% French-speaking. It is also supported by the government of that province. So there are pragmatic as well as academic considerations involved. French 100 has simply not been constructed to filling this type of function.

Needless to say, the solution is not as simple as having Dr. Oliver decree that next year McGill will conduct conversational French courses for 2000 students. Some forethought must be devoted to the project before it can be realized.

The first question is, "Who would run the course?" Two possibilities leap into mind — Students' Society and the University. There are at least two objections to the former; (a) The initial and continuing cash outlays are exceeding high; (b) It would be another instance of a "free school" type of arrangement that acts essentially as a makeshift, and distracts attention from the main problem at hand, that is, of improving the functioning of the university.

So much for jurisdiction. As a result of the decision to see whether the University could organize the course, it was decided to set up a sub-committee of the

Academic Policy Committee of the Senate to deal with the question. The members of the sub-committee chosen were Vice-Principal Oliver, Professors Collet & Ethier — Blais of the French Department and Professor Ellis of the Linguistics Department. The author was chosen by External Vice-President Burkhart as the student member.

The more practical problems are less easily solved. Could the course be compulsory? Could it be given for credit? What methods would be used? How many years would it last? How soon could it begin?

The sub-committee has reached tentative agreement on quite a number of matters of concern. This has been perhaps the most heartening aspect of the work so far — the enthusiasm and concern of the University in and for this project.

It would appear that the course would use the most recently developed audio-visual (or as Dr. Oliver likes to call them, "oral-aural") techniques. Dr. Ellis has described this type of instruction as a kind of "total environment", the student is "immersed in a fully programmed bath" that would give him a totally new "set of tools". He would not be taught to translate, essentially, but to simply switch into a new code. The intensity would be high — at least one hour a day, five or six days a week, over the course of two years. Furthermore, it would demand an equal amount of work outside of class. But you'll learn how to speak French.

It is believed that the course may even be considered for cre-

dit, in view of its tremendous work load. This point is, as yet extremely tentative.

It is felt that the course should not be made compulsory, for students not domiciled in Quebec. This raises a number of problems. It could possibly be made compulsory. That way the problem of domicile will not arise, since presumably the great majority of CEGEP students would be Quebecers. It would also solve the problem of academic undesirability of making too many courses compulsory and thereby restricting freedom at the university level. But in the meanwhile, the problem remains.

The sub-committee is investigating the possibility of a pilot project as soon as next fall, primarily to adapt the system to McGill's needs and resources. This is in itself evidence of the commitment on all sides.

The key question, however, is how many people would be willing to involve themselves in such a course? Unless there is very widespread and honest concern, the undertaking will be futile. The question is up to McGill students. The course would demand extremely costly layouts for teachers, equipment, and space.

Unless we can be sure of a heavy student response, there is simply no point in it. We would like to hear from people who are interested in this kind of course, and ask any such person to either leave a note for me, (Gordon Garmaise) at the Union Switchboard, or call him at: 738-3449.

Public Address.

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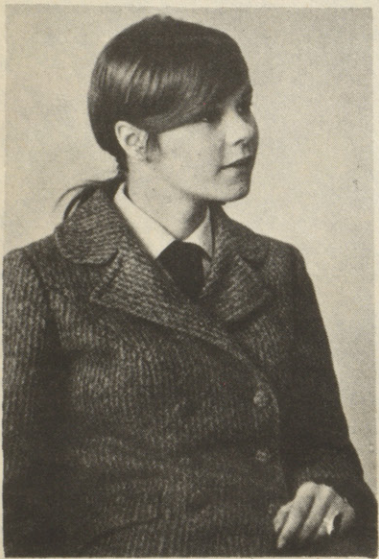
PA talks to Nicole Leduc

Sexy Prexy speaks out

Miss Leduc is President of the Women's Union and holds a seat on the Students' Council. Recently she was appointed by Council to head the Birth Control Committee. She is 21.

PA—Last fall, the Women's Union voted to abolish its seat on the SC. What is the status of that situation now?

L—First, let me say that I am personally very much in favour of withdrawing our seat. I hope we will be able to bring this matter up at the open meeting of the Students' Society that is going to consider campus recruiting. If that isn't pos-



The Women's Union is not serving any useful purpose.

sible, then I am hopeful that we can get another meeting to handle it.

PA—Quite aside from council and politics, do you see any real value in the Women's Union?

L—I see value in having an organization that will take care of some of the very obnoxious, ordinary things like the book exchange. I don't think it has to be the Women's Union. If somebody else can do these things... fine, let's abolish the Women's Union. In its present role I do not believe that the Women's Union is serving any useful purpose. Unless it begins to get slightly more aware of things and do things for the women at McGill and for the McGill community, it's useless.

PA—When you say 'more aware' are you putting this in the context of activism?

L—I was trying to avoid that word because it has political overtones, which I do not want to include at all. The Women's Union should be completely non-political. I see it as an organization that could perform a great many services for the community. If they begin to realize this social obligation they have and they begin to act on it, the Women's Union could be a very good and very powerful organization.

PA—What is your reaction to Council's tabling of the Birth Control handbook budget?

L—The only valid point brought out in all the nit-picking that went on was Laiq Hanafi's point that we could do it on the multilith machine rather than at a professional printer. I was not aware that this method would work.

PA—At the Council meeting you mentioned that existing birth control literature put out by the drug companies is slanted toward their products. How will you avoid slanting your handbook, not to a particular drug but toward birth control drugs in general? Won't the handbook imply, "not only is it fun, but now here's how to make it safe"?

L—There will be no editorial comments at all. The booklet will be just facts. Nobody gets to put his opinion in. We are going to be very careful about this... and I'm sure the gynaecologist who checks the booklet will also.

PA—Are you getting any cooperation from the Health Service?

L—Yes. In fact, Dr. Lorentz is in favour of this handbook because he feels that many people are afraid or shy about going to the Health Service. Some students feel the Health Service is an archaic institution from which they will get no help... this is just not the case at all. I would recommend that anyone with any real problems go to the

service. We do not wish to take this function away from the Health Service. We are just providing information and some consultation as to where to go for professional help. We are not competent psychiatrists... and we don't intend to try to be.

PA—Would you want to see "the pill" widely used on this campus? Do you want it to have a great impact on McGill students?

L—No, I don't want to see it have an impact. I feel very deeply that if a student engages in pre-marital sex it should not be because the pill is available, or because it is now safe. To me that destroys the whole idea of the relationship which is cemented by sexual activity. It is much more of a mental and spiritual act. The idea that students will just grab at the pill and fly off and engage in all sorts of sexual activity is somewhat revolting.

PA—How will the information centre on birth control be run?

L—The Centre will be staffed entirely by girls. Many people have been upset at the idea of having to go confess all to some lascivious young man who is only waiting to take advantage of them. We are certainly not going to require anyone to identify themselves... everything is completely confidential.

PA—What has been the general reaction among McGill women to the birth control handbook?

L—It has been very good. I was surprised. I thought we'd get more of a fight about it. I've had many girls come up and congratulate me because they felt safer, knowing that if they should ever need this information, it was readily available.



We are prepared to go to court.

PA—Have you given any thought to the possibility of trouble with the police? It only takes one person to complain. Are you prepared to become a test case in Montreal?

L—Yes, we are prepared to go to court. We went into this aspect quite extensively. We looked at the dangers. It is our belief that we would never get an adverse decision if it goes to court. A case like this would be all that Trudeau, or anyone else, needs to help speed up the law reforms in Parliament now.

PA—Do you plan to discuss abortions in your handbook?

L—Yes, because we want to make sure that everybody realizes how unpleasant, how dangerous and how stupid it is not to foresee an unwanted pregnancy. We want to underline how mentally and physically terrible it is in today's society. This is the main reason for the handbook: to show people that they must not ignore the possibility of sexual encounter... and that they must be prepared. If a fellow reads the handbook and is made aware of the danger of pregnancy, then perhaps he will remember to carry a "safe" with him to avoid the dangers of pregnancy from unplanned sexual activity.

PA—What about public attitudes? How would you like to see them changed?

L—People should stop treating premarital sex as some sort of a horrible crime. A girl should be able to go to get an examination and get her method of contraception. There are still many people who feel that this is a sin against society. This

intimidates the girl... and this is why she gets pregnant.

PA—You have served on several Students' Society Committees. Do you see a communication gap between the students and administration?

L—Most definitely.

PA—Do you think the Administration is aware of it?

L—The Administration is trying very desperately not to be aware of the communications gap, because it's much too uncomfortable for them. Here they have built up an institution over the years with a certain policy and suddenly they see that they may have to dismantle it from scratch.

PA—Could you give us your assessment of Students' Council?

L—It's not functional. This is the result of the wide split on campus as to political opinion. We do not have a unified campus so we do not have a unified Students' Council. This type of a council lends itself to making many good debating points, but it does not have rapid, effective decision-making.

PA—Should the Students' Society incorporate?

L—This is a very good idea. University interests may now be conflicting with the interests of the students. As time goes on, these interests will tend to conflict more and more. There is a great move toward decentralization. This might be a good solution.

PA—Do you see the University as in loco parentis?

L—No, definitely not. I think you are past that at 17 or 18. University is an ideal opportunity to get a little experience and responsibility... and if you get burned, well... you'll learn. That's perhaps a very harsh philosophy, but I feel that the University should not exercise parental functions over mature students.

PA—As far as being active in campus affairs, are women less involved?

L—Less active in high positions certainly. I sometimes wonder if it's because the woman feels she will lose her femininity. I'd like to see more get involved.

PA—How do the women feel about RVC these days? What's the general feeling about RVC, its rules and regulations?

L—Firstly, many of the rules were done away with several months ago, thank heavens! The no-slacks rule, waiting for Miss Reynolds to finish eating before leaving the dining room... trivia like that have been abolished. The problem with RVC is mainly that it has a bad atmosphere. We ran a poll of the girls over there and roughly 75% felt that the place had a bad atmosphere. They felt nervous, uneasy and frustrated. We found several reasons for this. Firstly, lack of privacy. The rooms at RVC are small and packed



People should stop treating pre-marital sex as a horrible crime.

in. Secondly, they felt a lack of freedom to come and go. In general, it was very hard for the girls to pin-point the exact problems. Most felt that apartment type residences would be much better... but they couldn't tell you why it would be much better.

PA—What about the leaves system?

L—That should be done away with. As long as a girl signs out so she can be reached in case of an emergency... there definitely should be no curfew hours.

I am ploughing in a long, wide field,
 Forever dragging furrows towards the centre
 And the last torn strip turns to
 Gleam at the wan sky, and
 Grin, wide and earthy,
 Like an old man
 With tobacco stains
 On the gravestones of his teeth.

When I take my earth-shaker of a plough
 Out of the field, I put it to bed
 In the warm stable shed and wrap
 Its sword-silver tynes with soft blankets
 So it will not die before the morning,
 But will sleep while I sleep,
 Dark and Metallic,
 Through the iron night.

So in the morning full of the crows flying out to feed
 I stride out in my seven-league boots, with my eyes
 Planning the future rows of my wheat in the waves
 Of the earth that I turned the day before
 To one smooth brown like a skin brushed all one way.

But now I stare and kick at my deceiving eyes
 For someone has been in the night
 Like a leper in the white moon,
 To steal away my labour. Look there —
 Down the long, gleaming ribs of clay,
 How they scream against the November air;
 Yellow, regimental lines of plastic daffodils.

by Charles Peacock

I go home and put more blankets on my plough
 For Winter
 Is coming.

A Yank looks north of the border

by JERRY SCALLY

Hidden in the dark corner of a Classic's Bookstore, I found Edmund Wilson's *O'Canada: An American's Notes on Canadian Culture*, an idea which I had thought of writing about but could never actually define. This book proves my illiteracy. The book is a synoptic introduction to the French and English literature of Eastern Canada with historical and political background.

Wilson's first introduction to Canada was as a hunting reserve in a northern extension of New York State, a bit better than my introduction with Dr. Field on the late weather report. The book is noticeably divided into two cultures, a compartmentalization that Wilson finds relaxing but not so to us who live here. These "two solitudes" have existed since Wolfe and Montcalm, a battle the French are still not convinced they lost; true to an extent that

the Scottish soldiers were absorbed into the French culture. Morley Callaghan places first in Wilson's opinion among the English writers, his better novels being *The Many Coloured Coat* and *The Loved and the Lost*. Our Hugh MacLennan is described by Wilson as "a Highlander first, a patriotic Nova Scotia second, a spokesman for Canada third, and — but simultaneously with all of these — a scholar of international culture and a man of the great world." MacLennan's descriptive ability is demonstrated in large sections but Wilson's most interesting discussion centers around the book *The Precipice*. Lucy, the heroine, states after she hears the news of Hiroshima: "The other night after we heard about the atomic bomb I began to think of the Americans the way you do-like a great mass of people and not as individuals. I saw them moving in a

vast swarm over a plain. They had gone faster and farther than any people had gone before. Each day for years they had measured out the distances they'd advanced. They were trained to believe there was nothing any of them had to do but keep on traveling in the same way. And suddenly they were brought up short at the edge of a precipice which hadn't been marked on the map." This book holds more interest to Americans than MacLennan's other books but notice the diction of Americans. Why are Canadians not Americans? Wilson points out at the time of 1776 "The Americans" were seditious malcontents, and who are still malcontents in the eyes of Canadian loyalists.

John Buell, a lesser known Canadian writer who is more popular in the United States than Canada, feels that his books (*The Pyx* and *Four Days*)

are basically French although they are written in English. *Four Days* has been fairly popular in the French version but in Paris and not in French Canada.

Louis Dudek does not receive as much praise as MacLennan. On the whole, Wilson finds Canadian poetry rather dry and this nation's satire rather blunt. "... when Canadian poets are satirical, they sound mostly like undergraduates being irreverent in the college magazines."

Wilson moves into the French writers, beginning with *Les Insolences de Frere Untel*. Brother Jerome's satire of the church and education is demonstrated by his experiment of dictation to French children the anthem *O Canada*. The results are proof of M. Trudeau's comments on Quebec French.

The authors of the maison seigneuriales class are revued by Wilson in the context of the struggle against the United States, church reform, and the dichotomy of flesh and spirit.

The church and the position of French woman, much the same as O' Casey's problems in Ireland with the Irish image of woman, prevents the resolution of the above dichotomy with the result that most French romantic novels do not CONSUMATE the affair, a notable exception is *Les Chambres de Bois*. M. LeHoyme depicts the French image of mother in apotheosis: "She stands on her linoleum, in calico, in front of a stove and a cooking pot, an infant on her left hip, a large spoon in her right hand, a cluster of little ones about her legs, and a baby in the cradle next to the wooden-box."

Wilson comes through in his smooth relaxful fireside chat style in a fairly general talk on Eastern Canada. The book is for Americans and Canadians alike: Americans, especially students, can obtain a grounding in what makes Canada different; Canadians can set a ground work for comparing the two cultures, one more catholic than the Pope, the other more British than the King.